

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Arts & Sciences</u>	Department (Full name):	<u>English</u>
Major Name (full name please):	<u>English</u>	Degree Title:	<u>B.A. / B.S.</u>
Formal Option(s), if any:	<u>Imaginative Writing (optional)</u>	Specialty Field w/in Formal Options, if any:	<u>none</u>
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>		
Contact Person:	<u>Matthew Giancarlo</u>	Phone:	<u>7-1587</u>
		Email:	<u>matthew.giancarlo@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>ENG 230, ENG 260, ENG 280, ENG 290</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program: <u>eng.b.5. Writing & Expression: The English Major will equip students with the ability to write well, and with the ability to communicate effectively in both oral and visual media. Languages are alive, standards of correctness change, and different groups communicate in different ways. But not despite this, rather because of it, the English Major provides students with a uniquely practical, creative, and linguistically-informed grasp of the English language. We train them to write well, and expressively, and with an ear for different voices. The English Major teaches students the competencies necessary for writing and communication that are effective for their audience and context; mature in their voice and cogency; and appropriate for their purpose and person. We also provide experience in oral and visual presentation appropriate for traditional and new media.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR

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implementation plan:	
For the English major, the requirements of the Graduation Composition and Communication Requirement are fulfilled in our core course, ENG 330 Text and Context, in order to reinforce the skills our majors need for success in upper-level classes. These include exercises in contextual research, drafting and revision, and oral and visual communication. The GCCR elements of this course also prepare students for writing and communication in any field that requires the critical analysis and clear presentation of challenging materials and subjects.	
C. Delivery and Content:	
1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)	<input checked="" type="checkbox"/> a. Single required course within program <input type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): _
2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:	
Course #1: Dept. prefix, number, and course title: <u>ENG 330 Text and Context: (Subtitle required)</u>	
<ul style="list-style-type: none"> • new or existing course? existing (<i>new courses should be accompanied by a New Course Proposal</i>) <ul style="list-style-type: none"> ○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? <u>required</u> • shared or cross-listed course? <u>no</u> • projected enrollment per semester: <u>22 students per class, 3-4 classes per semester</u> 	
Course #2 (if applicable): Dept. prefix, number, and course title: _____	
<ul style="list-style-type: none"> • new or existing course? _____ (<i>new courses should be accompanied by a New Course Proposal</i>) <ul style="list-style-type: none"> ○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
Course #3 (if applicable): Dept. prefix, number, and course title: _____	
<ul style="list-style-type: none"> • new or existing course? _____ (<i>new courses should be accompanied by a New Course Proposal</i>) <ul style="list-style-type: none"> ○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
3. Shared courses: If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:	
<ul style="list-style-type: none"> • Contact information of providing program: _____ • Resources: what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. _____ • Memorandum of Understanding/Letter of Agreement: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). Date of agreement: _____ 	
4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):	
<ul style="list-style-type: none"> • the GCCR assignments are highlighted in the syllabus and course calendar; • the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see 	

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<p>the draft Senate GCCR rule linked here);</p> <ul style="list-style-type: none"> • the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process; • the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit); • the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit; • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”
<p>5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:</p>
<ul style="list-style-type: none"> • <u>overview of delivery model:</u> summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
<p><u>For ENG the GCCR will be delivered at the 300-level in a course that is required for all majors. It thus fulfills the post-30 hour requirement of the GCCR by virtue of its placement in our program. It is a required core course exercising skills needed for later courses.</u></p>
<ul style="list-style-type: none"> • <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
<p><u>The GCCR assignments for ENG 330 will be central to the course in every respect: assigned critical writing, mandatory revision, research and usage of critical resources, and a presentation/communication component. These will all include several single-authored critical papers, with revision feedback from instructor and peers on those writing assignments; peer-reviewed presentations and/or AV assignments (e.g. narrated powerpoints, video presentations); and general research exercises (bibliographies, critical reading). In the sample syllabus these include: individual oral poetry recitations (instructor critique & feedback); small group presentations (peer review & critique); several essays; required bibliographical research.</u></p>
<ul style="list-style-type: none"> • <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
<p><u>Most of the GCCR revision feedback on the writing will be given by the instructor (as has been traditional in ENG 330); for oral & visual presentations, a combination of peer review and instructor feedback will be used.</u></p>
<ul style="list-style-type: none"> • other information helpful for reviewing the proposal: <p>_____</p>
<p>D. Assessment:</p> <p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> • specify the assessment schedule (e.g., every 3 semesters; biennially):
<p><u>As a core course ENG 330 is assessed about every 2-3 years. The course is offered every semester. The GCCR elements will now be integrated into the regular assessment of the course.</u></p>
<ul style="list-style-type: none"> • identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
<p><u>ENG Department Undergraduate Studies Committee</u></p>
<ul style="list-style-type: none"> • if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s): <p>_____</p>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	ENG 330 Text and Context: (Subtitle required), English BA BS
Contact Person Name:	Matthew Giancarlo
Phone:	7-1587
Email:	matthew.giancarlo@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	02/25/14	Dr. Jeff Clymer, Chair / 7-6895 / jeff.clymer@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/1/15	Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	3/5/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

ENG 330-004 Text and Context: The Canterbury Tales
W 5:00-7:30, CB 205

Instructor: Dr. Matthew Giancarlo
Office address: 1305 POT
Email: matthew.giancarlo@uky.edu
Office phone: 257-1587
Office hours: T & W 1:00 – 3:00

Bulletin Description:

The core course in the English Major focusing on the close reading and analysis of a single major literary text, or a focused set of texts, in historical and critical context. Students will develop analytical and interpretive skills that deepen their historical and conceptual understanding of literature, as well as their skills of critical reading, writing, and presentation. See departmental listings for different offerings per semester. ENG major and minor requirement. *Prerequisite: completion of UK Core Composition and Communication I-II requirement or equivalent, and either ENG 107, or ENG 209, or ENG 230.*

This course provides full GCCR credit for the English major for students who have completed 30 hours or more of course credit.

This section of ENG 330:

In this section of “Text and Context” we will read large portions of the *Canterbury Tales*, Geoffrey Chaucer’s literary and cultural masterpiece from the late fourteenth century. We will approach the text from several different angles and contexts. We will learn to read Chaucer’s language in the original Middle English; read some scholarship on the literary and social setting of Chaucer’s England; practice close analytical reading of his poetry and style; and we will investigate some literary-theoretical paradigms as they apply to the perdurable charms of the *Tales* and its characters. This class is writing and reading intensive for English majors: three essays (with mandatory revisions and reviews) for a total of about 20 pages; regular quizzes and exercises on pronunciation and reading; visual and/or oral presentation; no exams.

Goals/Outcomes: In this course students will:

- analyze and criticize Chaucerian texts and contexts by applying differing interpretive models, research, and contexts
- practice the ability to read and orally recite Chaucerian Middle English in the original text
- gain knowledge of, and experience with, medieval manuscript texts
- produce individual and group presentations on an assigned text or reading
- compose three essays totaling approximately 20 pages of revised and assessed writing

Required Materials:

Geoffrey Chaucer, *The Canterbury Tales*, 2d edition. Eds. Robert Boening and Andrew Taylor. Broadview Press, 2012.

Course Grading :

Grading scale for undergraduates:

A = 90–100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 59% or lower.

Unsubmitted work will receive a grade of 0.

Summary description of work assignments:

There will be multiple assignments of different types. The **short assignments** will give small and low-stakes exposure to some important aspects of literary study of the middle ages: manuscript transcriptions, **oral recitation** in the original language, and exercise in word origins & semantic shifts. The **reading quizzes** are intended to keep

students on track with the weekly reading, and to raise pertinent issues for in-class discussions and possible paper development. The **small group presentations** will be weekly presentations on either the background of a Chaucerian text or on critical articles pertaining to them. The **three essays** will be rubric-assessed writing assignments of increasing length. The first paper will be an analysis of a Canterbury Pilgrim portrait from the “General Prologue”. This paper will have a mandatory revision. The second paper will be a “close reading” exercises of a focused passage, with feedback also provided for improving your writing. The third paper will be a small research exercise, combining a larger textual investigation with a bibliography requirement. Essay #3 will also have a required prospectus, outline, and conference. **Participation** will also be scored, and **attendance** will be a graded component of this course.

Work assignments and grade weights:

Short exercises:

• transcription exercise	2%
• recitation exercise	4%
• etymology exercise	4%
In-class small group presentation	5%
Reading quiz #1: the “General Prologue”	4%
Reading quiz #2: the First Fragment	4%
Reading quiz #3: The Man of Law and the Wife of Bath	4%
Reading quiz #4: The Clerk and the Franklin	4%
Reading quiz #5: Pardoner, Thopas, Monk, & Nun’s Priest	4%
Essay #1 pilgrim portrait (3-4 pages, 1600 words) <i>draft and revision required for essay #1</i>	10%
Essay #2 close-reading essay (4-5 pages, 2000 words)	15%
Essay #3:	
• prospectus with brief annotated bibliography	5%
• preliminary draft or outline, plus conference	5%
• critical essay with 5 sources (10-12 pages, 4000 words)	20%
Participation	10%
Attendance	<i>see attendance policy</i>
Total:	100%

Note: All writing and presentation exercises in this class fulfill the GCCR requirement for this course. An average of C or better is required of all GCCR assignments for full GCCR credit.

Course Policies (as per the University of Kentucky, the College of Arts & Sciences, the Dept. of English, and this class):

Submission of Assignments:

Assignments are due on the days listed or set in consultation with the instructor. Quizzes cannot be made up without a valid excused absence. Papers may be submitted electronically on the due-dates listed. Students are responsible for the successful transmission and reception of submitted materials, whether via Blackboard or email. Email or computer failures will not be accepted as valid excuses for late work. Late work will be penalized by a full letter grade for each day it is past the deadline.

Attendance and participation Policies:

This is an English class in which discussion, listening, and in-class guidance are absolutely central. Full attendance is expected. Students will be allowed one week’s absence (1 class period) without attendance penalty. However other grade penaltys may apply if work is due on the day a student is absent. For each absence beyond one, the

overall final course grade will be penalized 5 grade points. After absences totaling 20% of class for any reason (i.e., 3+ absences for 16 weeks), students will fail the class and will be expected to withdraw pursuant to S.R. 5.2.4.1-2.

Student participation is also an important and evaluated component of this course. The class participation grade is based on active contributions to class discussions and activities through completing assignments, completing in-class work (both individual and group), Blackboard activities, and assigned reading prior to class. Students need to be sure to check blackboard regularly for announcements and discussion threads. Arriving late for class or leaving early will negatively affect your participation grade. Please be sure to discuss any late arrivals or early departures with the instructor. Any ungraded assignments will count towards your class participation.

Students are expected to actively participate in the class discussions by:

- Coming to class having completed assigned readings and having prepared to discuss them when appropriate;
- Demonstrating an active interest in the topic being discussed by both verbal and nonverbal behaviors;
- Participating in class discussion vs. engaging in non-relevant side conversations;
- Demonstrating an active commitment to share thoughts and reactions with other students;
- Assuming responsibility for involving other students in all subjects discussed (listening, asking questions, and allowing space for others to contribute);
- Sharing relevant information from one's knowledge base or life experiences with classmates;
- Respecting colleagues and their contributions with polite and tolerant behavior.

Excused Absences:

Students need to notify the instructor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy (S.R. 6.3.1), students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university, may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is

not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission. Please see the Student Rights and Responsibilities available online: <http://www.uky.edu/StudentAffairs/Code/part2.html>.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where, and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note that any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior:

Good decorum and civil behavior is expected from all students at all times. Computers and other electronic devices are not allowed except for class purposes such as note-taking. Please be considerate to your fellow students and to the instructor by keeping distractions to a minimum.

Spring 2013 schedule for ENG 330-004 Text and Context: Chaucer's Canterbury Tales

Week	Date	Units, class work, and assignments
1	1/9	Course introduction; reading the General Prologue : language and pronunciation. Digital Scriptorium images of the Ellesmere Manuscript and the text of <i>The Canterbury Tales</i> . <ul style="list-style-type: none"> • Reading manuscripts and transcription exercise for some Ellesmere marginalia.
2	1/16	The General Prologue continued: read and discuss the pilgrim portraits to the end. William Thorpe's Testimony on pilgrimages. <ul style="list-style-type: none"> • Etymology exercise: the history of a Chaucerian word (research).
3	1/23	Seminar visit to the King Special Collections Library : working with medieval manuscripts. <ul style="list-style-type: none"> • Reading Quiz #1: the General Prologue • Oral Recitation exercises of the first 18 lines of the "General Prologue": schedule individual recitations.
4	1/30	The Knight's Tale: Parts I-II; readings from Statius, Boccaccio <ul style="list-style-type: none"> • Draft short essay #1 due: short analysis of a "General Prologue" pilgrim portrait • Small group presentation #1 on "The Knight's Tale"
5	2/6	The Knight's Tale Parts III-IV; readings from Boethius; The Miller's Tale and fabliau. <ul style="list-style-type: none"> • Draft short essay #1 returned with comments; revised essays due 2/22 • Small group presentation #2 on "The Knight's Tale" and Boethius
6	2/13	The Miller's Tale and the Reeve's Tale; the Cook's Tale. <ul style="list-style-type: none"> • Reading Quiz #2: Knight, Miller, Reeve, Cook • Small group presentation #3 on "The Miller's Tale" and fabliau
7	2/20 2/22	The Man of Law's Tale : legal background; Romance, Chronicle, Saint's Life; <ul style="list-style-type: none"> • Small group presentation #4 on "The Man of Law's Tale" and romance <i>Revised essay drafts due</i>
8	2/27	The Wife of Bath's Prologue and Tale : sermon, the roles of women; marriage <ul style="list-style-type: none"> • Small group presentation #5 on "The Wife of Bath's Prologue" and medieval misogyny <p><i>Course midterm: midterm grades on exercises #1-3; quizzes 1-2; short essay #1; and small group presentations (where applicable)</i></p>
9	3/6	The Wife of Bath's Prologue and Tale concluded <ul style="list-style-type: none"> • Reading quiz #3: Man of Law and the Wife of Bath • Paper #2 due: passage analysis and close reading essay
10	3/20	Clerk's Prologue and Tale : humanism and allegory; figural interpretation <ul style="list-style-type: none"> • Small group presentation #6 on "The Clerk's Tale" and medieval humanism

- 11 3/27 Franklin's Tale and Physician's Tale
- **Reading quiz #4: Clerk and Franklin**
 - **Essay #2 returned with feedback**
- 12 4/3 Pardoner's Prologue and Tale; the Tale of Sir Thopas and Melibee (selections)
- **Small group presentation #7 on "The Pardoner's Prologue and Tale" and the psychoanalysis of a medieval literary figure**
- 13 4/10 The Monk's Tale (selections) and the Nun's Priest's Tale
- **Reading quiz #5: Thopas and Nun's Priest**
 - **Final essay draft prospectus and preliminary research bibliography due**
 - **Small group presentation #8 on "The Nun's Priest's Tale" and literary beast fables**
- 14 4/17 The Second Nun's Tale and the Canon's Yeoman's Tale
- **Small group presentation #9 on "The Canon's Yeoman's Tale" and medieval alchemy**
- 15 4/24 *Dead week: Conclusions and reflections: Chaucer's texts and contexts.*
- **Final essay #3 due: critical research essay on a topic**
- 16 5/1 *No final exam. Retrieve your essays for 2 points extra course credit!*